

**2011-2012  
Comprehensive Educational Plan  
(CEP)**

**School Name :** CS61 Francisco Oller School

dbn (district/ borough/ number i.e. 01M000): 12X061

Principal: Patricia Quigley email: PQuigle@schools.nyc.gov

Superintendent: MYRNA Rodriguez

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Patricia Quigley	*Principal or Designee	
John Meaney	*UFT Chapter Leader or Designee	
Wanda Johnson	DC 37 Representative, if applicable	
Icene Lyttle	Special Education Teacher	
Marisol Rodriguez	Teacher	
Maria Lopez	CBO Representative, if applicable	
Lyseida Cardona	*PA/PTA President or Designated Co-President	
Sarah Mejia	Title I Parent Representative	
Denise Melendez	PGA Treasurer	
Thomasina Manning	PGA Secretary	
Krystal Davis	Parent	
Moraima Cedeno	Parent	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	

## **Directions and Guidance for Completing the Annual Goals and Action Plan Section**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **which schools need to complete this?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **how do CEP goals relate to goals set for the principal performance review (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **how should a school develop its goals and action plans?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## **Annual Goal #1 and Action Plan**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

To align the curriculum, teacher practice and assessments to the Common Core State Standards. By June 2012 all students will have the opportunity to work on one literacy and one math culminating task that is embedded in a well sequenced unit of instruction that is aligned to the Common Core.

### **Comprehensive needs assessment**

The Common Core State Standards were developed to instill a common understanding for students, parents and educators about what students should know and be able to do by the time they graduate high school that are aligned to college and career expectations. The Common Core State Standards include rigorous content and application of knowledge through high-order skills and are internationally benchmarked so that all students are prepared to succeed in the global economy.

New York City and our school will begin transitioning to the Common Core State Standards in 2011-2012, with full implementation in the 2014-2015 school year. As part of this initiative, we have identified this goal for the coming year.

### **Instructional strategies/activities**

#### **Activity #1**

- Identifying Gaps in Student Learning: Using a set protocol teachers will work in teams to review student work and assess students' strengths and gaps in learning.
- Target Population: All teachers
- Responsible Staff Members: Professional Staff Developers/Coaches
- Implementation Timeline: September 2011 through May 2012

#### **Activity #2**

- Creating Rigorous Curriculum and Assessments: Teachers work with coaches and lead teachers to prepare tasks that are rigorous and assessments that test content knowledge.
- Target Population: All teachers
- Responsible Staff Members: Professional Staff Developers/Coaches and Grade Leaders
- Implementation Timeline: September 2011 through May 2012

#### **Activity #3**

- Common Core Unit Creation: All teachers work with coaches to unwrap common core standards, develop units, and build rigorous learning activities. Working together school staff identify areas for refinement in curriculum and instructional supports needed.
- Target Population: All teachers
- Responsible Staff Members: Professional Staff Developers/Coaches and Grade Leaders
- Implementation Timeline: September 2011 through May 2012

### **Steps for including teachers in the decision-making process**

- 90% of our teachers are involved in our Inquiry Teams.
- Grade leaders from all grades meet monthly with Coaches and Administration to discuss concerns, planning and implementation of new initiatives and ongoing concerns or issues.
- Teachers meet on grade level teams weekly to review student data, sample work, and common planning.

### **Strategies to increase parental involvement**

- Parent workshops will be provided by the parent coordinator, CAS, PGA, and coaches to review new standards, Parent Rubric, and provide strategies to help parents better assist their students meet these new expectations.
- School hosts Very Important Parent night to communicate information, expectations and resources to parents.

This will include the CCLS and testing expectations, as well as ways to support their children's academic growth.

- Translation of materials and Interpretation will be provided by PGA, CAS and school staff to communicate in dominant languages spoken by parents in the school.
- Parent Coordinator will train parents and members of our CBO on how to use ARIS Parent Link.
- PGA conducts monthly meetings and other events with raffles and other incentives to entice parents to attend.
- Parents and members of our CBO are invited to different staff developments throughout the year
- Parents are graded on a "Parent Support Rubric" on report cards and Student Educational Plans.
- Workshops are provided to parents on topics such as testing, homework help, grade level expectations
- Various online services are accessible to students and parents at home to provide additional academic support in and out of school
- Multicultural and Honors Assemblies are held to celebrate our diversity and accomplishments throughout the year and to provide updates as necessary.
- Parents who are involved and supportive are recognized at our Honors Assemblies and their names are posted throughout the school.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Ways that Highly Qualified Teachers can be recruited to our school include, supportive administration, competent mentor support, smaller class size, and a desire to make a difference.

#### **Recruitment/Outreach:**

Administrative Staff regularly attend hiring fairs to identify and recruit highly qualified teachers.

Use Network Hiring System

Maintain Hiring Relationships with Teach for America, Teaching Fellows and Jump Start.

Reach out to colleges for referrals.

#### **Supportive Administration**

Highly Qualified Teachers understand that a supportive principal and administration are vital in making schools into true learning communities. Our school shows respect for educational decisions, and cares about and services all students, those who are at risk as well as accelerated students. Common planning time is built in to the daily schedule where teachers meet on grade level and plan together. Additionally, new teachers at our school are provided highly qualified mentors, and opportunities for quality professional development both on and off site. All teachers are encouraged to research and participate in off-site professional development opportunities and are expected to share best practices by presenting the information gathered to the entire staff at our professional development meetings.

#### **Professional Support**

Mentors with expertise in dealing with challenging students and demanding curricula are available to offer support that the teachers need. New teachers have time built into the schedule for frequent visits with mentors to observe strategies that are modeled and practiced as well as opportunities for inter-visitation to classrooms of master teachers to observe best practices. These mentors also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement.

#### **Reduced Class Size**

It is our goal to maintain reduced class size, appealing to teachers' dedication to the profession and the challenge to make a difference by providing an environment that is conducive to maximizing student-teacher interaction and student growth.

#### **Certification Requirements**

We must recruit highly qualified teachers who meet all certification requirements.

#### **Background Research**

- Check references, previous employment, certification requirements of potential candidates to identify most qualified candidates. Teachers meet on grade level teams weekly to review student data, sample work, and common planning.

**Service and program coordination**

- Our partnerships with CAS, Barnes and Noble and other CBO's allow for teacher team meeting and common planning time.
- We invite staff from Crotona Day Care to our staff development to improve instruction of students before they come to our school.
- Wellness in the Schools and the CookShop programs address the nutritional needs of our students and their families and provide hands on learning experiences across the curriculum which demands knowledge application to real world situations.

**Budget and resources alignment**

As a Title 1 Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA Funds, and human resources to implement this action plan from September 2011-June 2012 as indicated below:

- Supervisor per session (1 day per week)
- Teacher per session (1 day per week) for Inquiry Team and Differentiated Professional Development
- AIS Special Education/ELL Coach (2%)
- Social worker for crisis management (75%)
- Assistant Principal (50%)
- program staff, special education support staff
- Professional Development Staffing adjustment was made to identify separate coaches for specific grade bands as well as identifying a specialist to support the education of Special Education and ELL students.
- Coaches will work in the classroom with teachers and provide professional development in Common Core Learning Standards, Identifying best instructional practices, using assessments to guide instruction, accountable talk and creating rigorous curriculum..
- Children's Aid Society provides an afterschool program that includes tutoring, homework help and enrichment.
- Title IIA is used to support technology cluster to assist in providing instructional resources to enhance curricular areas and instruction.

**Annual Goal #2 and Action Plan**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

ELA - By June 2012, All of our 3rd-5th grade students will make at least one year's progress in ELA. We will lower the number of students at level 1 by 50% and increase the number of students scoring at levels 3 and 4 by 50% as measured by the NYS ELA exam. Based on the higher proficiency requirements, our percentage of students at levels 3 and 4 dropped to 27.3% in 2011 from 30% on the 2010 ELA exam. 90% of K-2 students will demonstrate progress towards achieving reading proficiency by advancing at least 2 levels on the ECLAS-2 assessment by May 2011.

**Instructional Strategies/Activities****Activity #1**

- Small Group Instruction: Daily skill-focused, data-driven small group instruction provided to every student.
- Target Population: All students Grades 3-5
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers, data specialist and paraprofessionals
- Implementation Timeline: September 2011 through May 2012

**Activity #2**

- Interim Goal Setting: Teachers set interim goals for students based on running records and Acuity data. K-5

teachers will take running records 5 times a year.

- Target Population: All students Grades Pre K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers, data specialist and paraprofessionals
- Implementation Timeline: September 2011 through May 2012

#### **Activity #3**

- Child Study: Every 6 weeks, Child Study Team meetings including teachers, principal, AIS providers and support staff to review data and monitor interim progress. Each student is expected to advance at least one level on the DRA /RIGBY running record continuum at each of these intervals. Based on data at these meetings support services may be modified. If students are not making adequate interim progress, AIS services may be added or modified. AIS programs include Foundations, Soar to Success, Voyager, Great Leaps and guided reading groups as part of a pull out support program. Students are also assigned to Acuity individualized tutorials based on their needs.
- Target Population: All students Grades Pre K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers, data specialist and paraprofessionals
- Implementation Timeline: September 2011 through May 2012

#### **Activity #4**

- Common Planning: Grade leaders and Coaches meet weekly with teachers to help plan instruction using the school's literacy curriculum maps and the NYS/ CCLS standards. Modifications in lesson presentation are made by individual teachers. Teachers share Best Practices through modeling, inter-visitations and turnkey presentations at professional development and grade level meetings.
- Target Population: All teacher Grades Pre-K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers
- Implementation Timeline: September 2011 through May 2012

#### **Activity #5:**

- Professional Development: Professional development coaches provide guidance and support on using data to design instruction, offering strategies and resources for improvement, using Karen Hess' Depth of Knowledge to create rigorous tasks and the Danielson Framework to improve teacher practices. Professional development coaches also provide differentiated professional development to general and special education teachers in the classroom by modeling lessons and effective instructional strategies to teachers as needed. Coaches will provide professional development on differentiating instruction based on the learning styles, modalities and needs of all students.
- Target Population: All teacher Grades Pre-K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, Assistant Principal, Principal
- Implementation Timeline: September 2011 through May 2012

#### **Activity #6:**

- Curriculum Initiatives: In order to increase academic rigor and meet the demands of the CCLS, adjustments are being made to the curriculum. The Junior Great Books Shared Inquiry Model is used to enhance critical thinking skills on all grades across the subject areas. Additionally, three teachers from different grades will be trained in the Visual Thinking Strategies Support Inquiry Project in order to better meet the learning modalities of our students.
- Target Population: All teacher Grades Pre-K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, Assistant Principal, Network 401 Coaches; teachers
- Implementation Timeline: September 2011 through May 2012

#### **Activity #7:**

- Use of Technology: All K-5 classrooms are equipped with Smartboards and Document cameras to assist in data collection, review and planning and implementing lessons. Smartboards will be used to illustrate assessment results and clarify analysis of data and the grouping of students. Using our scanner allows us to have immediate feedback on benchmark tests as well as any multiple choice test that is given in the building. Parents and members of our CBO, Children's Aid Society, will be trained in using the data provided on ARIS to

further support assisting our students in achieving progress in ELA.

- Target Population: All teachers and students Grades Pre-K-5,
- Responsible Staff Members: Professional Staff Developers/Coaches, Assistant Principal, Data Specialist, Teachers;
- Implementation Timeline: September 2011 through May 2012

#### **Steps for including teachers in the decision-making process**

- 90% of our teachers are involved in our Inquiry Teams.
- Grade leaders from all grades meet monthly with Coaches and Administration to discuss concerns, planning and implementation of new initiatives and ongoing concerns or issues.
- Teachers meet on grade level teams weekly to review student data, sample work, and common planning.

#### **Strategies to increase parental involvement**

- Parent workshops will be provided by the parent coordinator, CAS, PGA, and coaches to review new standards, Parent Rubric, and provide strategies to help parents better assist their students meet these new expectations.
- School hosts Very Important Parent night to communicate information, expectations and resources to parents. This will include the CCLS and testing expectations, as well as ways to support their children's academic growth.
- Translation of materials and Interpretation will be provided by PGA, CAS and school staff to communicate in dominant languages spoken by parents in the school.
- Parent Coordinator will train parents and members of our CBO on how to use ARIS Parent Link.
- PGA conducts monthly meetings and other events with raffles and other incentives to entice parents to attend.
- Parents and members of our CBO are invited to different staff developments throughout the year
- Parents are graded on a "Parent Support Rubric" on report cards and Student Educational Plans.
- Workshops are provided to parents on topics such as testing, homework help, grade level expectations
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#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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Administrative Staff regularly attend hiring fairs to identify and recruit highly qualified teachers.

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Reach out to colleges for referrals.

##### **Supportive Administration**

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##### **Professional Support**

Mentors with expertise in dealing with challenging students and demanding curricula are available to offer support that the teachers need. New teachers have time built into the schedule for frequent visits with mentors to observe

strategies that are modeled and practiced as well as opportunities for inter-visitation to classrooms of master teachers to observe best practices. These mentors also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement.

**Reduced Class Size**

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**Certification Requirements**

We must recruit highly qualified teachers who meet all certification requirements.

**Background Research**

Check references, previous employment, certification requirements of potential candidates to identify most qualified candidates.

**Service and program coordination**

Our partnerships with CAS, Barnes and Noble and other CBO's allow for teacher team meeting and common planning time. We invite staff from Crotona Day Care to our staff development to improve instruction of students before they come to our school. Wellness in the Schools and the CookShop programs address the nutritional needs of our students and their families and provide hands on learning experiences across the curriculum which demands knowledge application to real world situations.

**Budget and resources alignment**

As a Title 1 Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA Funds, and human resources to implement this action plan from September 2011-June2012 as indicated below:

- Supervisor per session (1 day per week)
- Teacher per session (1 day per week) for Inquiry Team and Differentiated Professional Development
- AIS Special Education/ELL Coach (2%)
- Social worker for crisis management (75%)
- Assistant Principal (50%)
- program staff, special education support staff
- Professional Development Staffing adjustment was made to identify separate coaches for specific grade bands as well as identifying a specialist to support the education of Special Education and ELL students.
- Coaches will work in the classroom with teachers and provide professional development in Common Core Learning Standards, Identifying best instructional practices, using assessments to guide instruction, accountable talk and creating rigorous curriculum..
- Children's Aid Society provides an afterschool program that includes tutoring, homework help and enrichment.
- Title IIA is used to support technology cluster to assist in providing instructional resources to enhance curricular areas and instruction.

## **Annual Goal #3 and Action Plan**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #3**

- By June 2012, all of our 3rd-5th grade students will make at least one year's progress as measured by the NYS Math test. We will lower by 50% the number of students scoring at level 1 proficiency. We will increase the percent of students scoring at levels 3 and 4 by 50%. Based on the higher proficiency requirements, our percentage of students at levels 3 and 4 rose to 41.2% in 2011 from 40% in 2010. Interim progress will be monitored using the Everyday Mathematics unit tests, teacher made assessments, Ed performance, Acuity, and specific skill based assessments administered and analyzed bi-weekly for all grade 3 to 5 students.

### **Comprehensive needs assessment**

In order to complete this needs assessment data from several sources was reviewed. In Math we took into account the NYS Math exam that was administered in May, 2011, Simulation tests, Ed Performance and item analysis from the Acuity tests. When looking at the scores from the NYS Math exams, we determined that the inability of our students to make AYP was our major weakness. The percentage of students scoring at levels 3 and 4 in all subgroups decreased. On the 2010 NYS math test, 40% of all students scored at level 3 or above while in 2011, 41.2% of students scored at level 3 and above.

2011 NYS Items Skills Analysis revealed that recognizing real world situations in which an estimate (rounding) is more appropriate, understanding various meanings of multiplication and division; and classifying quadrilaterals by properties of their angles and sides were our most deficient areas across third to fifth grades. Evaluating content by identifying important and unimportant details, formulating conclusions and making predictions from graphs; and selecting appropriate computational and operational methods to solve problems are also skills that prove difficult for our students according to our periodic assessments.

Professional development for staff will include the common core standards as well as strategies for solving simple and complex word problems, using literacy strategies to tackle math problems, and accountable Math Talk to develop proficiency in constructing and defending viable solutions to solve mathematical problems. Teachers will use common planning time to discuss best practices with colleagues and coaches.

### **Instructional Strategies/Activities**

#### **Activity #1**

- Small Group Instruction: Daily skill-focused, data-driven small group instruction in Mathematics provided to every student.
- Target Population: All students Grades 3-5
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers, data specialist and paraprofessionals
- Implementation Timeline: September 2011 through May 2012

#### **Activity #2**

- Interim Goal Setting: Teachers set interim goals for students based on EDM Unit Tests, Teacher Made Assessments, Conference Notes and Acuity data. K-5 teachers will benchmark and assess students in mathematics approximately every two weeks.
- Target Population: All students Grades Pre K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers, data specialist and paraprofessionals
- Implementation Timeline: September 2011 through May 2012

#### **Activity #3**

- Child Study: Every 6 weeks, Child Study Team meetings including teachers, principal, AIS providers and

support staff to review data and monitor interim progress. Each student's math performance is analyzed, appropriate next steps are suggested and implemented. Based on data at these meetings support services may be modified. If students are not making adequate interim progress, AIS services may be added or modified. AIS programs include Small Group Intensive Skill Focus, push-in and pull-out supports. Students are also assigned to Acuity individualized tutorials based on their needs.

- Target Population: All students Grades Pre K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers, data specialist and paraprofessionals
- Implementation Timeline: September 2011 through May 2012

#### **Activity #4**

- Common Planning: Grade leaders and Coaches meet weekly with teachers to help plan instruction using the school's literacy curriculum maps and the NYS/ CCLS standards. Modifications in lesson presentation are made by individual teachers. Teachers share Best Practices through modeling, inter-visitations and turnkey presentations at professional development and grade level meetings.
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#### **Activity #6:**

- Curriculum Initiatives: In order to increase academic rigor and meet the demands of the CCLS, adjustments are being made to the curriculum. Professional development coaches are turnkeying Marilyn Burns Math Solutions Program to increase Accountable Talk, Critical Analysis and open ended problem solving. All of our 4<sup>th</sup> and 5<sup>th</sup> grade students are using a Problem Solving Template to increase mathematical comprehension and constructing viable math arguments while critiquing the opinions of others.
- Target Population: All teacher Grades Pre-K-5
- Responsible Staff Members: Professional Staff Developers/Coaches, Assistant Principal, Network 401 Coaches; teachers
- Implementation Timeline: September 2011 through May 2012

#### **Activity #7:**

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- Title IIA is used to support technology cluster to assist in providing instructional resources to enhance curricular areas and instruction.

## **Annual Goal #4 and Action Plan**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- By June 2012, all of our 3rd-5th grade ELL, Special Education and Bottom Third students will make at least one year's progress as measured by the NYS Math and ELA tests. We will lower by 50% the number of students scoring at level 1 proficiency. We will increase the number of students receiving 3 or 4 to from 14% in 2011 to 25% in 2012. Interim progress will be monitored using the Everyday Mathematics unit tests, running records, Edperformance, Acuity, and specific skill based assessments administered and analyzed bi-weekly to all students.

### **Comprehensive needs assessment**

- The percentage of sub group students (SWD, ELL, Bottom Third) at levels 3 and 4 was 14% in 2011.
- Approximately 1/3 of our school population have IEP's; approximately 2/3 of our fourth and fifth grade students fall into the city's "bottom third".
- Upon review and analysis of the NYS ELA and Math data, no students in these subgroups made a full year's growth.

### **Steps for including teachers in the decision-making process**

- 90% of our teachers are involved in our Inquiry Teams.
- Grade leaders from all grades meet monthly with Coaches and Administration to discuss concerns, planning and implementation of new initiatives and ongoing concerns or issues.
- Teachers meet on grade level teams weekly to review student data, sample work, and common planning.

### **Instructional strategies/activities**

#### **Activity #1**

- Teacher/Student Support: Specialized coach meets with teacher of "bottom third ELL and Special Education" students to review assessment, instruction, resources and supports to assist this population. This Coach also trains teachers on Q-Tel strategies as well as providing information regarding off site workshops for these students.
- Target Population: All Special Education, ELL and Bottom Third students and their teachers
- Responsible Staff Members: Specialized Professional Staff Developer, teachers, data specialist
- Implementation Timeline: September 2011 through May 2012

#### **Activity #2**

- Network 401 Specialist Support: Special education Self Contained and ICT teacher attend professional development provided by the network. Network specialist provides in class support, training and resources for these students and their teachers.
- Target Population: All Special Education, ELL and Bottom Third students and their teachers
- Responsible Staff Members: Professional Staff Developers/Coaches, Network Achievement and Special Education Coach
- Implementation Timeline: September 2011 through May 2012

#### **Activity #3**

- Child Study: Every 6 weeks, Child Study Team meetings including teachers, principal, AIS providers and support staff to review data and monitor interim progress. Data collection system was modified to create an area where we can specifically target these students and monitor their progress. Using this system, we adjust instructional strategies and supports as needed.
- Target Population: All Special Education, ELL and Bottom Third students and their teachers
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers, data specialist and paraprofessionals
- Implementation Timeline: September 2011 through May 2012

**Activity #4**

- Common Planning: Grade leaders and Coaches meet weekly with teachers to help plan instruction using the school's literacy curriculum maps and the NYS/ CCLS standards. Modifications in lesson presentation are made by individual teachers. Teachers share Best Practices through modeling, inter-visitations and turnkey presentations at professional development and grade level meetings.
- Target Population: All teachers of Special Education, ELL and Bottom Third students
- Responsible Staff Members: Professional Staff Developers/Coaches, teachers
- Implementation Timeline: September 2011 through May 2012

**Activity #5:**

- Professional Development: Professional development coaches provide guidance and support on using data to design instruction, offering strategies and resources for improvement, using Karen Hess' Depth of Knowledge to create rigorous tasks and the Danielson Framework to improve teacher practices. Coaches also provide differentiated professional development to general and special education teachers in the classroom by modeling lessons and effective instructional strategies to teachers to address the special needs of their population. Coaches will provide professional development on differentiating instruction based on the learning styles, modalities and needs of all students.
- Target Population: All Special Education, ELL and Bottom Third students and their teachers
- Responsible Staff Members: Professional Staff Developers/Coaches, Assistant Principal, Principal
- Implementation Timeline: September 2011 through May 2012

**Activity #6:**

- Use of Technology: All K-5 classrooms are equipped with Smartboards and Document cameras to assist in data collection, review and planning and implementing lessons. Smartboards will be used to illustrate assessment results and clarify analysis of data and the grouping of students. Using our scanner allows us to have immediate feedback on benchmark tests as well as any multiple choice test that is given in the building. Parents and members of our CBO, Children's Aid Society, will be trained in using the data provided on ARIS to further support assisting our students in achieving progress in ELA.
- Target Population: All teachers and students Grades Pre-K-5,
- Responsible Staff Members: Professional Staff Developers/Coaches, Assistant Principal, Data Specialist, Teachers;
- Implementation Timeline: September 2011 through May 2012.

**Strategies to increase parental involvement**

- Parent workshops will be provided by the parent coordinator, CAS, PGA, and coaches to review new standards, Parent Rubric, and provide strategies to help parents better assist their students meet these new expectations.
- School hosts Very Important Parent night to communicate information, expectations and resources to parents. This will include the CCLS and testing expectations, as well as ways to support their children's academic growth.
- Translation of materials and Interpretation will be provided by PGA, CAS and school staff to communicate in dominant languages spoken by parents in the school.
- Parent Coordinator will train parents and members of our CBO on how to use ARIS Parent Link.
- PGA conducts monthly meetings and other events with raffles and other incentives to entice parents to attend.
- Parents and members of our CBO are invited to different staff developments throughout the year
- Parents are graded on a "Parent Support Rubric" on report cards and Student Educational Plans.
- Workshops are provided to parents on topics such as testing, homework help, grade level expectations
- Various online services are accessible to students and parents at home to provide additional academic support in and out of school
- Multicultural and Honors Assemblies are held to celebrate our diversity and accomplishments throughout the year and to provide updates as necessary.
- Parents who are involved and supportive are recognized at our Honors Assemblies and their names are posted throughout the school.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Ways that Highly Qualified Teachers can be recruited to our school include, supportive administration, competent mentor support, smaller class size, and a desire to make a difference.

#### **Recruitment/Outreach:**

Administrative Staff regularly attend hiring fairs to identify and recruit highly qualified teachers.

Use Network Hiring System

Maintain Hiring Relationships with Teach for America, Teaching Fellows and Jump Start.

Reach out to colleges for referrals.

#### **Supportive Administration**

Highly Qualified Teachers understand that a supportive principal and administration are vital in making schools into true learning communities. Our school shows respect for educational decisions, and cares about and services all students, those who are at risk as well as accelerated students. Common planning time is built in to the daily schedule where teachers meet on grade level and plan together. Additionally, new teachers at our school are provided highly qualified mentors, and opportunities for quality professional development both on and off site. All teachers are encouraged to research and participate in off-site professional development opportunities and are expected to share best practices by presenting the information gathered to the entire staff at our professional development meetings.

#### **Professional Support**

Mentors with expertise in dealing with challenging students and demanding curricula are available to offer support that the teachers need. New teachers have time built into the schedule for frequent visits with mentors to observe strategies that are modeled and practiced as well as opportunities for inter-visitation to classrooms of master teachers to observe best practices. These mentors also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement.

#### **Reduced Class Size**

It is our goal to maintain reduced class size, appealing to teachers' dedication to the profession and the challenge to make a difference by providing an environment that is conducive to maximizing student-teacher interaction and student growth.

#### **Certification Requirements**

We must recruit highly qualified teachers who meet all certification requirements.

#### **Background Research**

Check references, previous employment, certification requirements of potential candidates to identify most qualified candidates.

#### **Service and program coordination**

Our partnerships with CAS, Barnes and Noble and other CBO's allow for teacher team meeting and common planning time. We invite staff from Crotona Day Care to our staff development to improve instruction of students before they come to our school. Wellness in the Schools and the CookShop programs address the nutritional needs of our students and their families and provide hands on learning experiences across the curriculum which demands knowledge application to real world situations.

#### **Budget and resources alignment**

As a Title 1 Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA Funds, and human resources to implement this action plan from September 2011-June2012 as indicated below:

- Supervisor per session (1 day per week)
- Teacher per session (1 day per week) for Inquiry Team and Differentiated Professional Development
- AIS Special Education/ELL Coach (2%)
- Social worker for crisis management (75%)
- Assistant Principal (50%)
- program staff, special education support staff
- Professional Development Staffing adjustment was made to identify separate coaches for specific grade bands

as well as identifying a specialist to support the education of Special Education and ELL students.

- Coaches will work in the classroom with teachers and provide professional development in Common Core Learning Standards, Identifying best instructional practices, using assessments to guide instruction, accountable talk and creating rigorous curriculum..
- Children's Aid Society provides an afterschool program that includes tutoring, homework help and enrichment.
- Title IIA is used to support technology cluster to assist in providing instructional resources to enhance curricular areas and instruction.

**Academic Intervention Services (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	<b>17</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>5</b>
<b>1</b>	<b>32</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2</b>	<b>15</b>
<b>2</b>	<b>45</b>	<b>10</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>4</b>	<b>20</b>
<b>3</b>	<b>59</b>	<b>59</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>4</b>	<b>23</b>
<b>4</b>	<b>61</b>	<b>61</b>	<b>61</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>5</b>	<b>15</b>
<b>5</b>	<b>66</b>	<b>66</b>	<b>19</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>16</b>
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Programs include Foundations, Soar to Success, Voyager, Great Leaps and guided reading groups as part of a pull out support program. Project Read, Students are also assigned to Acuity individualized tutorials based on their needs. ELA services

	are provided in a pull out model for K-5 students. Services are provided during the school day by support teachers and paraprofessionals. For 2 periods each day, all 3rd, 4th, and 5th grade students are divided into groups of 8-10 for reading and writing strategy instruction. Students receive differentiated instruction and work on phonics, vocabulary, fluency, comprehension, and writing skills. The READ program works with our Kindergarten and First Grade students.
<b>Mathematics</b>	Math intervention is provided for all students in grades 3-5. Students are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions in both push in and pull out support; Strategies for problem solving, test strategies and computational skills are the focus. Computer programs are also used to individualize instruction. Students also participate in project called Stock Market Game for enrichment opportunity.
<b>Science</b>	Classroom teachers and support staff work with small groups of 8—10 students during the school day. Teachers use the FOSS program for hands on activities and Houghton Mifflin textbooks for content area instruction. Students in grade 4 also practice testing strategies on the computer with program such as Uptown Education and BrainPop.
<b>Social Studies</b>	<b>n/a</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>n/a</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>n/a</b>
<b>At-risk Services provided by the Social Worker</b>	Provide counseling to students who are at risk for academics and behavior. Students are referred to PPC by classroom teachers and then are monitored by the social worker. Every 6 weeks, student progress is discussed at Child Study meetings with teachers and administrators.
<b>At-risk Health-related Services</b>	Project Airways, Wellness in the Schools, Cookshop, CAS provide a variety of at risk Health-related services. Project Airways helps students with Asthma, Wellness in the Schools and Cookshop address the nutritional needs of our students, CAS provides assistance with dental, vision and other health related needs.

## **Directions and Guidance for Developing or Updating the Parent Involvement Policy (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- creating a Parent Rubric to aid parents in providing support and accountability for their children's growth.
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information and notices about school and parent related programs, meetings, and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- providing varied opportunities for parents to become involved in a variety of ways in and out of school and providing opportunities for parents to understand how to best help their children with homework, academics and other supports as identified and needed.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school and reviewed regularly and as needed.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintaining a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report; Parent Rubric.
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***School-Parent Compact***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll/Roxan Marks</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>061</b>
School Name <b>Francisco Oller</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Patricia Quigley</b>	Assistant Principal <b>Winston Simmonds</b>
Coach <b>Heyda Melendez</b>	Coach <b>Emily Williams</b>
ESL Teacher <b>Heyda Melendez</b>	Guidance Counselor <b>None</b>
Teacher/Subject Area <b>Marisol Rodriguez/Elementary</b>	Parent <b>Lyseida Cardona, PGA President</b>
Teacher/Subject Area <b>Icene Lyttle/Elem. Spec. Ed</b>	Parent Coordinator <b>Vernetta Boyd</b>
Related Service Provider <b>Esther Perez, Social Worker</b>	Other <b>Earlene Harris/AP</b>
Network Leader <b>Roxan Marks</b>	Other <b>Jane Drexel/Coach</b>

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>392</b>	Total Number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>7.14%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1a. The steps for initial identification of students who may possibly be ELL's:

When parents register students at our school they are interviewed by the school's licensed ESL teacher. The ESL teacher (pedagogue) speaks Spanish and English. She interviews parents in either native language or English and reviews with them the completed Home Language Identification Survey. All first time registrants to the NYC school system are given the Home Language Identification Survey. The ESL teacher conducts an oral interview in English or the native language. The ESL teacher administers the Lab-R test if needed. If necessary Spanish LAB for Spanish speaking ELLs is administered. A determination is made if the student qualifies for ESL or Bilingual services. The ESL teacher explains the school's Free Standing ESL program to parents. As new students enter the school during the school year, the process of interviewing and administering the survey is conducted within 10 school days. Parents are provided with a translator to aid them in filling out the HLIS survey. Staff available to translate include the ESL teacher, Social Worker, Parent Coordinator and Children's Aid Society staff members. Each Spring, the licensed ESL teacher administers the NYSESLAT test to evaluate ESL student progress. The ESL teacher administers the NYSESLAT to all students eligible by checking school lists of students who took the LAB-R and the list of students identified by ATS. After the testing is completed, a parent orientation is held to explain Bilingual/Dual Language/ESL programs and options available to the parents.

1b. Pedagogue who is responsible:

Our ESL teacher is Bilingual Common Branch Certified and speaks and writes English and Spanish fluently.

1c. Steps taken to annually evaluate ELLs using the NYSESLAT:

ESL teacher uses ATS reports to determine NYSESLAT eligibility. All students listed as eligible for LAB-R testing (LEP indicator "E" on RLER) are tested annually until they test out. The NYSESLAT Assessment will identify the students' proficiency level based on their score on the Listening, Speaking, Reading and Writing sections of the NYSESLAT, therefore we ensure that all four components of NYSESLAT are administered. ESL teacher reviews list of eligible students and documents the administration of each part. Upon completion of each part eligibility list is reviewed again and matched to completed NYSESLAT forms to ensure that all are accounted for.

2. Structures to ensure that parents understand the programs available:

Parents are met with the school Social Worker and ESL teacher. A video is presented to clarify the programs offered and to help parents understand choices. Parents are informed that we have a free standing ESL push in/pull out program. Parents complete survey prior to being given option to opt out of TBE/DL. They are given the option to opt-out from bilingual services offered and going to another school with a bilingual program. The school conducts parent orientation within 10 days of registration to explain the programs offered TBE/DL/Free Standing ESL. Translations are available during the meetings to ensure that parents understand the choices available and how each program would impact their child. The ESL teacher, Parent Coordinator, PGA parents and Children's Aid Society staff reach out to parents to ensure that all parents understand all options available to parents at our school and other neighborhood schools. Parents are helped to understand that it is their decision to choose the appropriate program for their child. Parent contact information is collected and maintained so that parents who have previously chosen a TBE/DL program can be contacted and informed when such program becomes available.

3. How the school ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned:

The ESL teacher and Social Worker ensure that entitlement letters are distributed through mail and in person. Follow up phone calls are made to make sure that all letters are received and returned. Parents are encouraged to make an appointment to see the personnel in charge of the program and to ask any questions about the ESL program. School personnel call parents if the forms are not returned and encourage parents to come to the school if they have any questions about the letters. The letters and conversations are in native language when possible. ESL teacher maintains entitlement letters in a secure place. Continued entitlement letters are distributed

through the children, mail and in person. Continued entitlement letters are also maintained in a secure place by the ESL teacher. Parent Surveys and Program Selection Forms are distributed and maintained in the same manner.

4. Criteria used to place identified ELL students in instructional program:

When students register, the Home Language Identification Survey is reviewed and Lab-R is administered as needed. All parents are interviewed by the ESL teacher. Written and oral communication is provided to parents/guardians in English and their native language. 100% of parents who register students agree to the services offered by the free standing ESL program. after viewing the video and interviewing with school staff. School staff ensures that parents understand the differences between dual language programs, bilingual education classes and our free standing ESL program. Parents request to remain at our school. All our parents opt in to our ESL model of instruction. Placement letters are distributed. Placement records are maintained by the ESL teacher in a secure location. All entitlement letters are distributed and maintained by the ESL teacher as described above. We honor parent choice. Oral and Written communication occurs through phone, in person and with letters. ESL teacher regularly reviews information and revises, updates information as necessary. We follow all procedures to ensure that parent and student rights are protected and followed according to the Aspira Consent decree. We maintain records of parent choices for possible development of TBE/DL programs if necessary.

5. What is the trend in program choice:

After interviewing and showing the orientation video for parents of English Language Learners, 28 out of 28 parents choose to have their children at CS 61 in the Free Standing ESL Program. They opted-out their children from Bilingual services to enroll them in our Free Standing ESL program.

6. The program model offered is aligned with parent requests:

Data collected from surveys and interviews show that parents prefer the Free Standing ESL Program. We have approximately 28 eligible ESL students from K to grade 5.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3● 4\* 5\*  
6● 7● 8● 9● 10● 11● 12●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	1	1	1	0	2	1								6
<b>Total</b>	1	1	1	0	2	1	0	0	0	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19		7	8		7	1		1	28
<b>Total</b>	<b>19</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>28</b>

Number of ELLs in a TBE program who are in alternate placement:

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	7	0	5	9								28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>28</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. How instruction is delivered:

We have a free standing ESL program. We use a push-in/pull-out model. All ELL students are in classes that receive instruction in English.

1b. Program model – Students are serviced according to grade level with heterogeneous proficiency levels in each group.

After reviewing the results of the LABR and NYSESLAT and ATS reports, children's proficiency levels are identified and the ESL teachers schedules the appropriate units of ESL instruction. The ESL teachers pushes into classrooms and works with small groups of students according to their academic needs.

2. Organization of staff to ensure mandated instruction:

We have 28 students receiving ESL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes. Students are grouped according to grade or level . A schedule is created and ESL teacher provides required service to all students. ESL teacher pushes into classrooms to work with small groups of students according to their academic needs, iep's etc. ESL teacher logs time served to ensure that all students receive their mandated number of instructional minutes in ESL and ELA according to proficiency levels, and CR Part 154 requirements. (All staff receives professional development in ESL QTEL strategies so they can meet the needs of students in their classes. We use a freestanding model of ESL instruction with the licensed teacher pushing in or pulling out to explicitly deliver instruction in ESL and ELA. New teachers will be trained according to the Jose P mandates. ESL teacher also meets and communicates regularly with classroom teachers to provide resources, support and assistance in meeting the needs of our ELL population.

3. Content area instruction:

## A. Programming and Scheduling Information

The ESL teacher delivers instruction in English and uses the students' native language to clarify content area material. Instruction is differentiated based on need and the ESL teacher reinforces academic language and the use of ESL strategies to clarify content area information. Students receive some additional support for content areas in ESL program with Spanish books, bilingual dictionaries (English/Spanish & Spanish/English) and glossaries for translations, and technology supports such as "Google Translate" etc.. ESL teacher also meets with classroom teachers to provide assistance, resources and advice.

4. How we ensure that ELLs are appropriately evaluated in their native language?

Students who do not make the grade appropriate cut on the English LAB-R who are Spanish speakers are then administered the Spanish LAB. ESL teacher monitors the RADP report for admissions daily to ensure that all eligible students are tested appropriately.

5. How instruction is differentiated for ELL subgroups:

5a. Instructional Plan for SIFE- Identified SIFE students are provided additional supports to develop the basic information/skills that they are lacking. ESL teacher works closely with classroom teacher to identify academic strengths and needs. These students also receive Academic Intervention Services to address any gaps in education.

5b1. Instructional Plan for Newcomers:

For these students we work on developing basic communication in English first. We label the classroom and everyday objects to provide language support. We use a lot of listening center activities and read alouds to enhance vocabulary development. We also use a Total Physical Approach to assist students in being able to respond to commands etc.

5b2. Instructional Plan for Newcomers who must take the ELA exam:

Similar strategies are used to develop listening, speaking, reading and writing. Focus on immediately necessary words first, then transitioning in academic language. Review/Practice academic vocabulary, clarify classroom lessons to assure understanding of concepts, practice testing language and situations. Provide multilingual resources as available and necessary.

5c. Instructional Plan for ELLs receiving service 4 to 6 years:

For these students we work on increasing reading comprehension, especially of longer passages. We also focus on developing stronger writing skills. For these students using context clues, making inferences, solving problems and strengthening academic vocabulary are key.

5d.

Instructional plan for Long-Term ELLs:

For these students we work on helping them to be able to identify resources that they can use in the present and the future to find information to support their learning. We work on developing their independent research ability and developing strategies to know when they need more information, and how to find it. We continue to provide testing modifications (extended time...) for 3 years after they become proficient in English. ESL teacher works closely with classroom teacher to ensure that appropriate supports are in place for appropriate instruction of student.

6. Instructional strategies & grade-level materials used by teachers of ELL-SWDs to provide access to academic content areas and accelerate English language development, and mastery of critical content for all students relative to all literacy levels. Instruction is differentiated by grade level and student instructional level as well as their strengths and weaknesses using small group instruction with the support of ESL strategies. Intensive strategy instruction and basic skill instruction is provided to support grade level mastery of necessary academic skills. We match materials with NYSESLAT performance levels –beginning, intermediate and advanced levels. Classroom teachers use ESL strategies in their classrooms to support their identified ESL students. Grade specific materials are used to enhance content instruction ELL students continue to receive instructional modifications after the initial period of ESL push in support including extended time and reading of the listening passages an additional time as well as use of multilingual dictionaries as needed. Students with IEPs who are entitled to ESL support are identified and the ESL teacher provides in class support as mandated by their IEPs. IEP's are reviewed regularly to ensure that all mandated services and supports are provided. ESL students receive AIS services in ELA and Math as well as Science and Social Studies along with all our students who are entitled. ESL strategies and visual aids, photographs, real objects and real life scenarios are used to clarify concepts for each grade level. ESL teacher and school Social Worker regularly review ATS and SESIS to ensure that all ELL-SWDs whose IEPs mandate ESL instruction or bilingual instruction receive appropriate program.

7. Use of curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within least restrictive environment: Our school ensures that flexible programming is used to maximize time ELL\_SWDs spend with non-disabled peers by providing opportunities for self contained students to participate in small groups and other activities with non-disabled peers. Sometimes this occurs through ICT or through pulling students out into a mainstream classroom. We use a push-in--pull-out model in a collaborative manner.

### Courses Taught in Languages Other than English

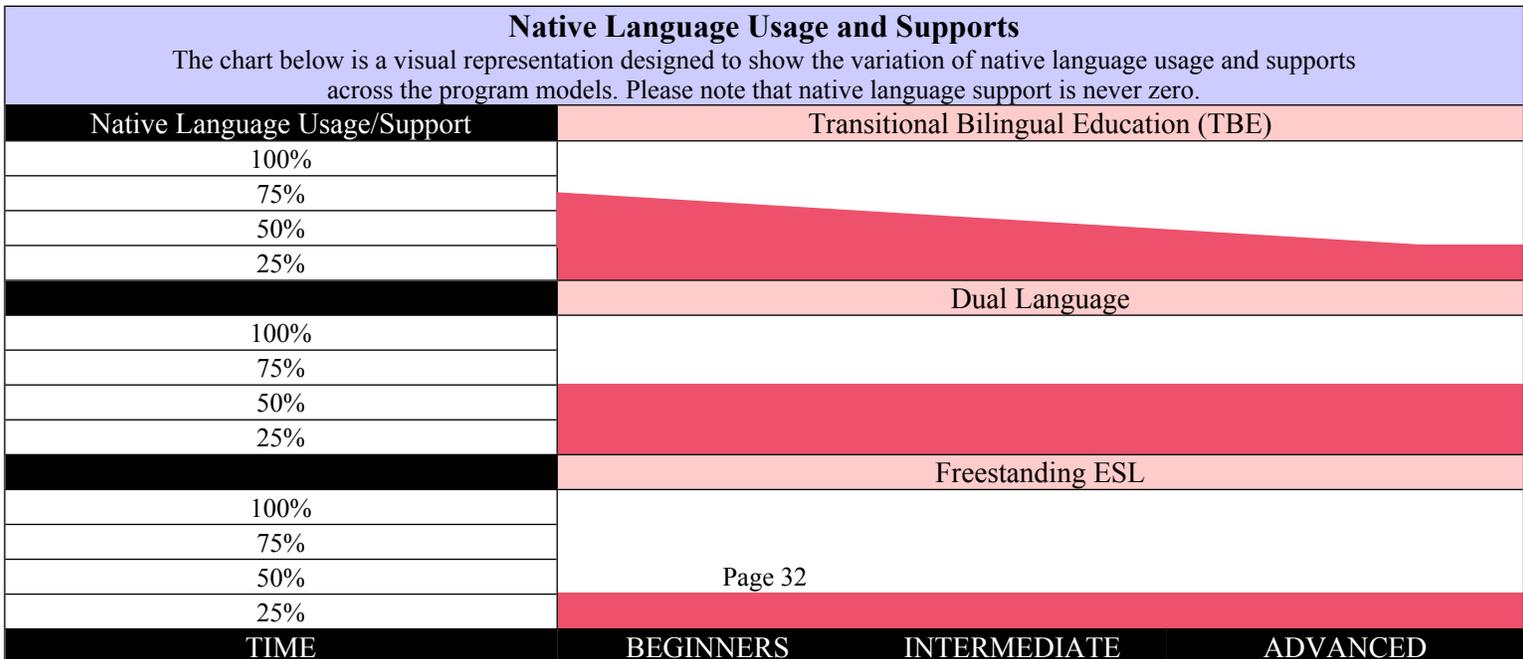
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). All students who are "at risk" of not meeting state standards of proficiency are identified for intervention services. All ELL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA and Math Intervention is provided by the Professional Development Coaches, teachers, and para professionals. Students receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and those students are tutored during the 37.5 minute extended period. All ELL students are exposed to all resources the school has to offer including support services and technology. ESL strategies and Visual Aids, photographs, real life scenarios, multilingual dictionaries or glossaries, google translate etc are all used to assist students in strengthening their content knowledge in all subject areas.

9. Plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:  
The ESL teacher will continue the transitional students who have reached the proficiency level by following a push-in or pull-out model twice a week while using Team Teaching ESL strategies. ELLs who reach proficiency on the NYSESLAT still receive test accommodations for a period of 2 years following reaching proficiency.

10. New programs or improvements to be considered for the upcoming school year:  
We are continuing our Freestanding ESL Program based on the small number (28) of students eligible for services. No new ESL programs or improvements will be implemented in the 2011/2012 school year.

11. Rationale for programs/services for ELLs that will be discontinued:  
We are continuing our Freestanding ESL program to meet state mandates for instruction. No ESL programs or services will be discontinued in the 2011/2012 school year.

12a. How ELLs are afforded equal access to all school programs:  
We are a Schoolwide Projects/Title I school. All our programs after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts. ELLs are offered equal access to all school programs (curricular, extracurricular, during the school day, after school and holiday programs.) All notices and invitations are sent out in English and Spanish; translators are present for all recruitment and launching events. All programs have ELLs, SWDs and general education students. Bilingual staff are available both during the school day and through our CBO (Children's Aid Society) to further support and include all students.

12b. After School and Supplemental Services offered to ELLs in our building:  
We do not have a Title III program based on our ELL registration.

13a. Instructional materials, including technology, used to support ELLs:  
We use Brainpop ESL and google translate to support all subgroups of ELLs.

13b. Content area instructional and language materials used to support ELLs:  
We use a variety of visual aids such as MONDO instructional aids, multilingual dictionaries, real objects, pictures, audiotapes and cds to assist ELL students.

14. How native language support is delivered:  
We have a Free Standing ESL program and classroom instruction in English. The ESL teacher pushes in and uses Native language to clarify concepts as needed. In instances where further clarification is necessary, we use appropriate language personnel for assistance. We also have multilingual classroom library books and bilingual word-->word glossaries for content areas etc.

15. Required services support, and resources correspond to ELLs ages and grade levels:

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). All students who are "at risk" of not meeting state standards of proficiency are identified for intervention services. All ELL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA and Math Intervention is provided by the Professional Development Coaches, teachers, and para professionals. Students receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and those students are tutored during the 37.5 minute extended period. All ELL students are exposed to all resources the school has to offer including support services and technology. ESL strategies and Visual Aids, photographs, real life scenarios, multilingual dictionaries or glossaries, google translate etc are all used to assist students in strengthening their content knowledge in all subject areas.

9. Plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:

The ESL teacher will continue the transitional students who have reached the proficiency level by following a push-in or pull-out model twice a week while using Team Teaching ESL strategies. ELLs who reach proficiency on the NYSESLAT still receive test accommodations for a period of 2 years following reaching proficiency.

10. New programs or improvements to be considered for the upcoming school year:

We are continuing our Freestanding ESL Program based on the small number (28) of students eligible for services. No new ESL programs or improvements will be implemented in the 2011/2012 school year.

11. Rationale for programs/services for ELLs that will be discontinued:

We are continuing our Freestanding ESL program to meet state mandates for instruction. No ESL programs or services will be discontinued in the 2011/2012 school year.

12a. How ELLs are afforded equal access to all school programs:

We are a Schoolwide Projects/Title I school. All our programs after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts. ELLs are offered equal access to all school programs (curricular, extracurricular, during the school day, after school and holiday programs.) All notices and invitations are sent out in English and Spanish; translators are present for all recruitment and launching events. All programs have ELLs, SWDs and general education students. Bilingual staff are available both during the school day and through our CBO (Children's Aid Society) to further support and include all students.

12b. After School and Supplemental Services offered to ELLs in our building:

We do not have a Title III program based on our ELL registration.

13a. Instructional materials, including technology, used to support ELLs:

We use Brainpop ESL and google translate to support all subgroups of ELLs.

13b. Content area instructional and language materials used to support ELLs:

We use a variety of visual aids such as MONDO instructional aids, multilingual dictionaries, real objects, pictures, audiotapes and cds to assist ELL students.

14. How native language support is delivered:

We have a Free Standing ESL program and classroom instruction in English. The ESL teacher pushes in and uses Native language to clarify concepts as needed. In instances where further clarification is necessary, we use appropriate language personnel for assistance. We also have multilingual classroom library books and bilingual word-->word glossaries for content areas etc.

15. Required services support, and resources correspond to ELLs ages and grade levels:

All required services support, and resources chosen correspond to ELLs ages and grade levels. Since we have a push in model, the support is given according to grade, age and proficiency levels.

16. Activities to assist newly enrolled ELL students before the beginning of the school year:

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). All students who are "at risk" of not meeting state standards of proficiency are identified for intervention services. All ELL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA and Math Intervention is provided by the Professional Development Coaches, teachers, and para professionals. Students receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and those students are tutored during the 37.5 minute extended period. All ELL students are exposed to all resources the school has to offer including support services and technology. ESL strategies and Visual Aids, photographs, real life scenarios, multilingual dictionaries or glossaries, google translate etc are all used to assist students in strengthening their content knowledge in all subject areas.

9. Plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:

The ESL teacher will continue the transitional students who have reached the proficiency level by following a push-in or pull-out model twice a week while using Team Teaching ESL strategies. ELLs who reach proficiency on the NYSESLAT still receive test accommodations for a period of 2 years following reaching proficiency.

10. New programs or improvements to be considered for the upcoming school year:

We are continuing our Freestanding ESL Program based on the small number (28) of students eligible for services. No new ESL programs or improvements will be implemented in the 2011/2012 school year.

11. Rationale for programs/services for ELLs that will be discontinued:

We are continuing our Freestanding ESL program to meet state mandates for instruction. No ESL programs or services will be discontinued in the 2011/2012 school year.

12a. How ELLs are afforded equal access to all school programs:

We are a Schoolwide Projects/Title I school. All our programs after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts. ELLs are offered equal access to all school programs (curricular, extracurricular, during the school day, after school and holiday programs.) All notices and invitations are sent out in English and Spanish; translators are present for all recruitment and launching events. All programs have ELLs, SWDs and general education students. Bilingual staff are available both during the school day and through our CBO (Children's Aid Society) to further support and include all students.

12b. After School and Supplemental Services offered to ELLs in our building:

We do not have a Title III program based on our ELL registration.

13a. Instructional materials, including technology, used to support ELLs:

We use Brainpop ESL and google translate to support all subgroups of ELLs.

13b. Content area instructional and language materials used to support ELLs:

We use a variety of visual aids such as MONDO instructional aids, multilingual dictionaries, real objects, pictures, audiotapes and cds to assist ELL students.

14. How native language support is delivered:

We have a Free Standing ESL program and classroom instruction in English. The ESL teacher pushes in and uses Native language to clarify concepts as needed. In instances where further clarification is necessary, we use appropriate language personnel for assistance. We also have multilingual classroom library books and bilingual word-->word glossaries for content areas etc.

15. Required services support, and resources correspond to ELLs ages and grade levels:

All required services support, and resources chosen correspond to ELLs ages and grade levels. Since we have a push in model, the support is given according to grade, age and proficiency levels.

16. Activities to assist newly enrolled ELL students before the beginning of the school year:

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Our Parent Guardian Association and Parent Coordinator hold meetings to address the needs of all parents and guardians, including ELL parents/guardians. Parents are notified of meetings and topics and are invited and encouraged to attend. Monthly parent workshops are facilitated by the Parent Coordinator regarding different curriculum topics including Math, ELA, Science, Social Studies, and NYS testing programs, How to identify ELL population/services offered/ parent options, activities/strategies to help children with homework and classwork.

2. We have a partnership with Children's Aid Society. They provide translation, workshops for parents on resources available, entitlements, parenting etc. All parents of ELL's are invited to attend. Notices for such events go home in English and Spanish.

3. We use parent surveys distributed by the Parent Coordinator to determine the needs and wishes of our parents. The Parent Guardian Association, Parent Coordinator, ESL teacher and Professional Development Coaches all work together to provide services and workshops that meet the identified needs of our parents. Our parents are part of the School Leadership Team and all parents are invited to the meetings.

4. The Parent Guardian Association holds monthly meetings during the day and evening hours to encourage full parent participation. Some needs that have been identified by parents are: more information about academic subjects, testing requirements and how to support their students, school expectations, nutrition information etc. Parents are invited to several school assemblies, multicultural events and class trips. We hold a one day retreat for staff and parents of all students including ELLs. Spanish translation and interpretation is provided by Children's Aid Society and School Staff.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1 Professional development plan for all ELL personnel at the school (Including all teachers of ELLs )

School staff attend workshops including classroom teachers, (general and special education), assistant principals, principal, and speech teachers. Teachers have common preps to attend workshops and plan together. Opportunities for off-site trainings are provided to all staff when available such as :

Identification of ELL students, working with ELL population,

Use of Q-tel (Quality Teaching For English Learners) including

Using strategies, and curriculum resources to provide assistance to ELL students.

How to align ESL standards with ELL instruction

Using Centers to differentiate instruction

Using Small Group instruction/guided reading to help ELLs.

Certified ESL teacher provides in house professional development for all pedagogical personnel.

2. Supports provided to staff to assist ELLs as they transition from elementary to middle school:

ESL teacher and social worker, supported by school leadership, work with 5<sup>th</sup> grade teachers to assist ELL students in applying for Middle School and for making the transition from elementary to middle school. They meet with parents to ensure that necessary supports

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Certified ESL teacher provides in house professional development for all pedagogical personnel.

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ESL teacher and social worker, supported by school leadership, work with 5<sup>th</sup> grade teachers to assist ELL students in applying for Middle School and for making the transition from elementary to middle school. They meet with parents to ensure that necessary supports and resources are provided to assist with all parts of the transition to middle school.

3. Minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff needing the Jose P training hours are identified as they join our staff. The administration monitors attendance at workshops using sign-in sheets and agendas. Activities include professional development workshops demonstrating best ESL strategies to be used for reading, math and other curriculum areas, modeling by ESL teacher, intervisitations and professional readings. Professional Developments will be offered by ESL teacher and staff from CFN 401 instructional support team.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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3. We use parent surveys distributed by the Parent Coordinator to determine the needs and wishes of our parents. The Parent Guardian Association, Parent Coordinator, ESL teacher and Professional Development Coaches all work together to provide services and workshops that meet the identified needs of our parents. Our parents are part of the School Leadership Team and all parents are invited to the meetings.

4. The Parent Guardian Association holds monthly meetings during the day and evening hours to encourage full parent participation. Some needs that have been identified by parents are: more information about academic subjects, testing requirements and how to support their students, school expectations, nutrition information etc. Parents are invited to several school assemblies, multicultural events and class trips. We hold a one day retreat for staff and parents of all students including ELLs. Spanish translation and interpretation is provided by Children's Aid Society and School Staff.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

### 1. Assessment for early literacy skills:

We use ECLAS-2, DRA/Rigby running records, Fountas and Pinnell assessment and EPAL to assess early literacy skills. From the data, students are assigned to AIS services as needed and work with teachers in small groups to enhance vocabulary development and phonics skills. Data from these assessments identifies that ELL students need assistance with basic vocabulary development, reading fluency, sight word knowledge and real-life connections. Teachers and AIS providers use this data to develop instruction to support these needs.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

### B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Assessment for early literacy skills:  
 We use ECLAS-2, DRA/Rigby running records, Fountas and Pinnell assessment and EPAL to assess early literacy skills. From the data, students are assigned to AIS services as needed and work with teachers in small groups to enhance vocabulary development and phonics skills. Data from these assessments identifies that ELL students need assistance with basic vocabulary development, reading fluency, sight word knowledge and real life connections. Teachers and AIS providers use this data to develop instruction to support these needs.

2. Data Patterns:  
 Our ELL students do better on the listening and speaking sections of the NYSESLAT and LAB-R. Our LAB-R and NYSESLAT results indicate the need for more support in Reading and Writing areas. The Classroom Teachers, ESL Teacher and AIS providers work to support those areas.

3. How the patterns affect instructional decisions:  
 Analysis of our ELL population shows that many of our students are immigrants, new to our school and in lower grades. 18 of 28 students are in the ESL program for 0-3. The weaknesses in the reading /writing proficiency levels leads us to emphasize reading and writing strategies with our ELL students. We use the Lucy Calkins writing program and follow a balanced literacy approach that includes small group instruction, conferencing, sharing out and learning centers.

4. Analysis of students results and patterns across proficiencies and grades:

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Francisco Oller

**School DBN:** 12X061

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Quigley	Principal		12/19/11
Winston Simmonds	Assistant Principal		12/19/11
Vernetta Boyd	Parent Coordinator		12/19/11
Heyda Melendez	ESL Teacher		12/19/11
Lyseida Cardona	Parent		12/19/11
Marisol Rodriguez/Elementary	Teacher/Subject Area		12/19/11
Icene Lyttle/Elem. Spec Ed	Teacher/Subject Area		12/19/11
Emily Williams	Coach		12/19/11
Heyda Melendez	Coach		12/19/11
	Guidance Counselor		12/19/11
Roxan Marks	Network Leader		12/19/11
Chris Groll	Other <u>Cluster Leader</u>		12/19/11
Jane Drexel	Other <u>Coach</u>		12/19/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 12X061      **School Name:** Francisco Oller

**Cluster:** 04      **Network:** 401

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

As part of the admissions process , parents are interviewed and complete the Home Language Survey. We use this information to find out their preferred language of communication and whether or not they have a resource who can assist them if needed. Data from the ATS report of parent written and spoken language is generated and reviewed to ensure that all parents are provided with appropriate and timely information in a language they can understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**Enrollment Report:**

Hispanic or Latino :                    70% of which about 50 % needs translation services

Black or African American:        27% of which about 2% needs translation services

This report is provided to school staff who have contact with above parents, so that appropriate communication arrangements can be made.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

School will provide written translation to parents. The written translation is provided for all parent communication including Principal and staff letters, notes, and the rubrics used with the students. The written translation services are provided by the in-house staff and Children's Aid Society staff members who are based in our school. Our school also purchases dictionaries in identified languages and makes use of Google Translator when possible.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations are provided during Admission, Open School Night, Parent -Teacher Conferences, for any teacher-parent communication. The oral translation services are provided by in-house staff, other parents and Children's Aid Society staff members.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:

Identifying non-English speaking parents and when feasible use written and oral translations by in-house bi-lingual personnel.  
Bi-lingual dictionaries in identified languages were purchased for students and parents and to assist with translations. A list of bilingual personnel is posted in the entrance of the school in case services are needed.